



## **Crystal Lake Elementary District 47**

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### **Transitional Kindergarten**

#### **INTRODUCTION**

The Transitional Kindergarten (TK) program is a one-year program consisting of self-contained special education classrooms designed for students who exhibit developmental needs and/or academic delays that may not be adequately addressed within a general education Kindergarten classroom setting. Students eligible for Transitional Kindergarten require instruction in a smaller educational setting with related services (i.e. Speech and Language Therapy, Occupational Therapy, Physical Therapy, or Counseling Services) which are integrated into the classroom. Instruction is provided by a special education teacher utilizing direct and small group instruction focused on developing early academic and independent classroom functioning skills. Placement in this one-year self-contained classroom with integrated related service(s) will allow the IEP team to determine the most appropriate, least restrictive educational placement for first grade.

#### **PROGRAM OBJECTIVES**

The overall goal of the District 47 Transitional Kindergarten program is to prepare eligible students for the least restrictive educational environment in 1st grade. First grade placement may be in a general education classroom or a self-contained classroom based on educational needs identified in the student's IEP. The program objective is to follow the Illinois State Standards for Kindergarten, providing differentiation and modified curriculum as needed.

#### **PROGRAM STRUCTURE**

Within each Transitional Kindergarten classroom, a multi-disciplinary team of educational specialists function cohesively to provide appropriate instructional and diagnostic services. The multi-disciplinary teams consist of a school psychologist, a social worker, a nurse, a speech and language pathologist, a physical therapist and an occupational therapist. A vision and/or hearing itinerant is also available, when required, to meet student needs. The program provides repetition and reinforcement of skills through a hands-on, multi-sensory and multi-modal approach utilizing the District 47 Kindergarten curriculum as well as supplemental curriculums when needed.

Each TK room will adhere to the positive behavior interventions and supports (PBIS) that are in place for the building in which the classroom is located. A more individualized classroom

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behavior management system will be used as needed to meet the needs of students in each classroom. In addition, functional behavioral analysis and behavior intervention plans will be developed for individual students when required.

In addition to lunch and recess, the students participate in art, music, physical education, STEM and library/media classes along with their general education Kindergarten peers. General education integration is the goal.

Frequent communication with the students' parent(s) is considered an essential component within the TK program. In addition, once the necessary releases have been obtained, an on-going dialogue is established with the student's private therapeutic providers and any other community agencies working in the best interest of the students to aide in achieving common goals for students in the school, home and community.